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AUTHOR Fillmore, Emery
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ABSTRACT

Each semester in the 136 state-supported community colleges in California, counselors are involved in developing, maintaining, and/or revising hundreds of programs that may or may not result in helping students move efficiently through the system. Developed as a resource for administrators and counselors charged with improving community college counseling programs, this guide provides two program development models. Following a brief introduction and an overview of the concepts involved, materials related to the Goals/Objectives-Based Model are presented, including a narrative description and outline of the model; a program development wheel; sample guidance program outcomes; sample goals and objectives, selected student outcomes, and baseline outcomes for the outreach-assessment-admissions domain, and the educational-career domain; sample goals and objectives, and selected student outcomes for the personal-social domain; and sample goals for the consultive management domain. Next, materials related to the objective-free program development model are presented, including a narrative description and outline of the model; a program development wheel; a sample goals and evaluation format; a sample counseling delivery system; and a sample program-based needs assessment survey of educational/career and student-centered needs. The guide concludes with a summation of the results expected from the models' implementation; a glossary of terms; and outreach and early decision program development worksheets. (MAB)

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# COMMUNITY COLLEGE

# PROGRAM DEVELOPMENT

# and

# EVALUATION MODEL

# for

# STUDENT SERVICES

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# COMMUNITY COLLEGE

# PROGRAM DEVELOPMENT and EVALUATION MODEL

# for STUDENT SERVICES

by
E. H. FILLMORE

**EMCON PRESS**
28846 Oakview
Trabuco Canyon, Calif. 92679

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# ACKNOWLEDGMENT

A special word of appreciation is extended to C.D. Johnson and Dr. Anita Mitchell who taught me the difference between a Goal and an Objective (and more) while attending one of their excellent workshops on program development.

Also, the reader should be aware that the Twelve Step Program Development Wheel described in this monograph originated from a Five Step Program Development Model described in California Personnel and Guidance Association's Monograph 12, 1978.

E. Fillmore, Ed. D.
28846 Oakview Lane
Trabuco Canyon, California 92679

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# INTRODUCTION

The two "COMMUNITY COLLEGE PROGRAM DEVELOPMENT MODELS" described here are presented as a resource for administrators and counselors charged with improving counseling programs at the community college level. Both MODELS require the leader to utilize a system that identifies "outcomes" that are based on student "needs". The GOALS/OBJECTIVE MODEL also requires that "process" and "terminal" objectives be written that relate directly to each need/outcome which in turn provides program evaluation data. As you become familiar with both Program Development Models, please note the following important points:

A. The Model accepts and utilizes the counseling styles and skills of all counselors in the department.

B. The things counselors do are referred to as "programs", never services. (Services are eliminated or cut more often than programs.)

C. The MODEL is flexible which allows program development to start any place on the MODEL, depending on the current status of the program.

D. The MODEL requires minimal counselor time to maintain.

E. After "Outcomes" (Needs) have been established, the MODEL allows the counselor team and/or the individual counselor to creatively design objectives and/or the work plans needed to reach those objectives and/or meet student needs.

F. The MODEL provides an excellent system for program development leaders to communicate with:
   1. Committee members involved in program development
   2. Counselors/certificated staff/faculty
   3. Administration/board of trustees
   4. General public

G. Program evaluation is built into the MODEL

# CONCEPTS INVOLVED

PROGRAM GOALS AND STUDENT OBJECTIVES in this MODEL relate directly to "OUTCOMES" as determined by the PROGRAM-BASED NEEDS ASSESSMENT and the STUDENT NEEDS ASSESSMENT both of which give the program direction and are the base upon which the program is developed and evaluated.

PROGRAM GOALS as used here, not only give direction to the counselor by stating major programs to be completed during the year, but also communicate to staff and to the community the kinds of programs students can reasonably expect to be a part of during the year.

STUDENT OBJECTIVES as used here relate directly to PROGRAM GOALS and describe desired behavior changes in students that take place as a result of their being involved in the various programs sponsored by the guidance staff. STUDENT OBJECTIVES are listed under the appropriate DOMAIN with one "Goal" for each DOMAIN. Also, every effort has been made to identify OUTCOMES, and the STUDENT/STAFF OBJECTIVES tied to the outcome, in the following three categories.

BASELINE (OUTCOMES) OBJECTIVES: Programs/activities that impart information of which all students and staff are expected to become aware. Example: Location of Career Center, Financial Aid Offices, Counselor Role, Transfer Center Location and purpose.

SELECTED STUDENT (OUTCOMES) OBJECTIVES: Programs and activities in which only selected students will participate. Example: Self referral or staff referral for personal counseling, career counseling, educational planning, financial aid assistance, special tutoring.

CONSULTIVE/MANAGEMENT (OUTCOMES) OBJECTIVES: Programs/activities that require counseling personnel to consult with each other, outside agencies, and to follow administrative directives. Example: Staff development programs, conference participation, program development committee work.

## SAMPLE GOALS

DEPARTMENT GOAL: To establish and maintain a community college counseling program that will provide continuing students and potential students from the community with the opportunity to become aware of, internalize, and participate in community college programs that will meet their educational, career and social/personal needs.

## GOALS BY DOMAIN

OUTREACH DOMAIN: To establish and maintain a guidance program that will provide all potential students from area high schools and community with the opportunity to become aware of, internalize, and participate in

outreach programs that are scheduled in the community, the college, and the area high schools.

ASSESSMENT DOMAIN: To establish and maintain a guidance program that will provide all students with the opportunity to become aware of, internalize, and utilize community college placement test results, and educational and career tests and inventories.

ADMISSIONS DOMAIN: To establish and maintain an admissions program that will provide all students with opportunity to become aware of, internalize, and utilize community college admission requirements and policies.

(ALTERNATE GOAL)

OUTREACH, ASSESSMENT, ADMISSIONS DOMAIN: To establish and maintain a Guidance Program that provides all potential students from area high schools and the community with the opportunity to participate in Outreach (Orientation, Assessment and Admissions programs) sponsored by the college.

EDUCATIONAL/CAREER DOMAIN: To establish and maintain a program that provides all students with the opportunity to become aware of, internalize, and utilize the PROCESSES involved in educational and career development.

PERSONAL/SOCIAL DOMAIN: To establish and maintain a program that provides all students with the opportunity to become aware of, internalize, and develop those skills that will assist them in becoming a socially mature, self actualizing personality.

CONSULTIVE/ MANAGEMENT DOMAIN: To establish and maintain a program that will provide community college administration, counselors and student personal staff with the opportunity to consult with each other, experts in the field, teaching staff, appropriate agencies, and to complete tasks as directed by administration.

## COMMUNITY COLLEGE PROGRAM DELOPMENT MODEL

## NARRATIVE DESCRIPTION

The PROGRAM DEVELOPMENT WHEEL illustrated on page 8, is sequential, however a committee or a counselor assigned a program development task may enter the "Wheel" process at any point, depending on where the program is developmentally.

As an example, if a program is to be developed from ground zero, the logical place to start is with the Needs Assessment, which is Step One. Conversely, if the task is to develop an Outreach Program which is a section of the overall program, the wheel may be entered at Step Four which involves "Identifying Program Outcomes and Student Outcomes. It is important to understand that once the "Wheel" has been entered, each step must be followed in sequence. Skipping a step or sidetracking a program development committee onto side issues such as developing a list of outreach activities, exploring delivery systems, or writing objectives before outcomes are established, will result in lack of progress in developing the program, frustrated committee members and program failure.

I. NEEDS ASSESSMENTS presented in this MODEL include a Program Based Needs Assessment and a very narrow Student Centered Needs Assessment.

A. The Program Based Needs Assessment (see page 36) ideally, is developed by a committee made up of students, counselors, administrators, community members and teachers. The task of the committee is to:
   1. decide on the needs assessment format
   2. develop statements to be included in the needs assessment
   3. arrange for the needs assessment to be administered to staff, community members, students
   4. collect, organize, and evaluate the results by ranking each group's responses and preparing the results for presentations.

Bear in mind that Program and Student Needs identified from the Needs Assessment indicate what exists NOW in terms of program and what SHOULD exist in terms of the program. THE DIFFERENCE BETWEEN WHAT EXISTS NOW AND WHAT SHOULD EXIST ARE THE PROGRAM AND STUDENT NEEDS. REMEMBER, OUTCOMES and the Goals and Objectives developed from those OUTCOMES must reflect the NEEDS of students and staff.

B. The Student Centered Needs Assessment is best developed by an individual or small committee and then submitted to the larger group for review and approval. Unlike the Program Based Needs Assessment which is administered to students, staff and community representatives, the Student Centered Needs Assessment is administered to students only. This

assessment procedure is very direct and requires students to respond to questions with a Yes or No , depending on their needs. Students responses are computer processed and yield alpha lists of names, addresses, and phone numbers of students who indicate a "need" for a particular kind of assistance. Ideally, these lists are assigned to a counselor or a counselor team who identify OUTCOMES, write OBJECTIVES, and design Work Plans to meet the needs of the students on the computer produced list. Results from the Student Centered Needs Assessments tend to get "cold" very quickly. Students need's change, classes are dropped, people forget, and students move away. Because of this time factor, it is critical that:

1. You have a guaranteed turn around time negotiated with your data processing contact
2. The needs assessment you use is direct and simple
3. The print out includes
   a. Alpha lists of student responses for each statement, phone number, and address and the percentage of students who marked Yes or No on each statement.
4. Counselor Teams are prepared to write objectives and implement "work plans" for each (needs) statement they are assigned.

II. DEPARTMENT PHILOSOPHY is a statement of the principles, underlying conduct, thought, and the nature of the Counseling Program. This philosophical statement generally takes into account student needs, role of the counselor, and institutional needs.

III. A DEPARTMENT GOAL is global in nature and reflects the combined prioritized desired outcomes stated in the six domains addressed in the model.

IV. DOMAIN OR AREA GOALS reflect the specific desired outcomes in each of the six domains addressed in the model. Prioritized Outcomes that are based on student "needs" then grouped by Area or Domain are the foundation upon which Goals are developed.

# PROGRAM DEVELOPMENT MODEL

I. NEEDS ASSESSMENT
   A. Program Based
   B. Student Centered

II. DEVELOP A DEPARTMENT PHILOSOPHY

III. DEVELOP A DEPARTMENT GOAL

IV. DEVELOP A GOAL FOR EACH DOMAIN
   A. Outreach/Orientation Domain
   B. Assessment Domain
   C. Admission Domain
   D. Education/Career Domain
   E. Personal/Social Domain
   F. Consultive Management Domain

GOALS ARE GLOBAL STATEMENTS THAT REFLECT THE DESIRED OUTCOMES TOWARD WHICH THE PROGRAM WILL BE DIRECTED.

V. DEVELOP "BASELINE" OUTCOMES
   A. Program/Counselor Outcomes
   B. Student Outcomes

VI. DEVELOP "SELECTED STUDENT" OUTCOMES
   A. Program/Counselor Outcomes
   B. Student Outcomes

VII. DEVELOP "CONSULTIVE" AND "ADMINISTRATIVE DIRECTIVE" PROGRAM OUTCOMES

VIII. ASSIGNMENT OF PROGRAM/STUDENT "OUTCOMES"
   A. Counseling Team
   B. A Counselor
   C. Other Staff
   D. Accountability Contract

IX. PROGRAM GOAL
   A. Written by the Counselor Responsible
   B. Gives Direction to the Counselor
   C. States Counselor Responsibilities
   D. Provides a Basis for Program Evaluation

X. STUDENT OBJECTIVES
   A. Written by the Counselor Involved
   B. Relate Directly to Program Goals
   C. Supplies Program Evaluation Data

XI. DEVELOP WORK PLANS FOR EACH
   A. Program Goal
   B. Student Objective

OBJECTIVES REQUIRE THAT PROGRAM AND STUDENT "OUTCOMES" ARE MEASURABLE AND OBSERVABLE. AN OBJECTIVE MUST STATE WHO WILL BE ABLE TO DO WHAT AND WHEN AS WELL AS HOW TO JUDGE WHETHER THE OBJECTIVE HAS BEEN MET.

XII. EVALUATION
- A. Process Objectives
- B. Terminal Objectives
- C. Counselor Accountability Contract

XIII. MARKETING
- A. Yearly Report
  1. Charts, graphs, narrative description of program
  2. Reports to staff, school, and community newspaper
  3. Presentations to community organizations
  4. Counselor staff development programs

NOTE: Steps one through four are developed by a committee of counselors and revised and/or approved by a vote of all counselors

Steps five through seven are developed by ALL counselors.

Step eight assignments are a result of Administration/Counselor negotiation.

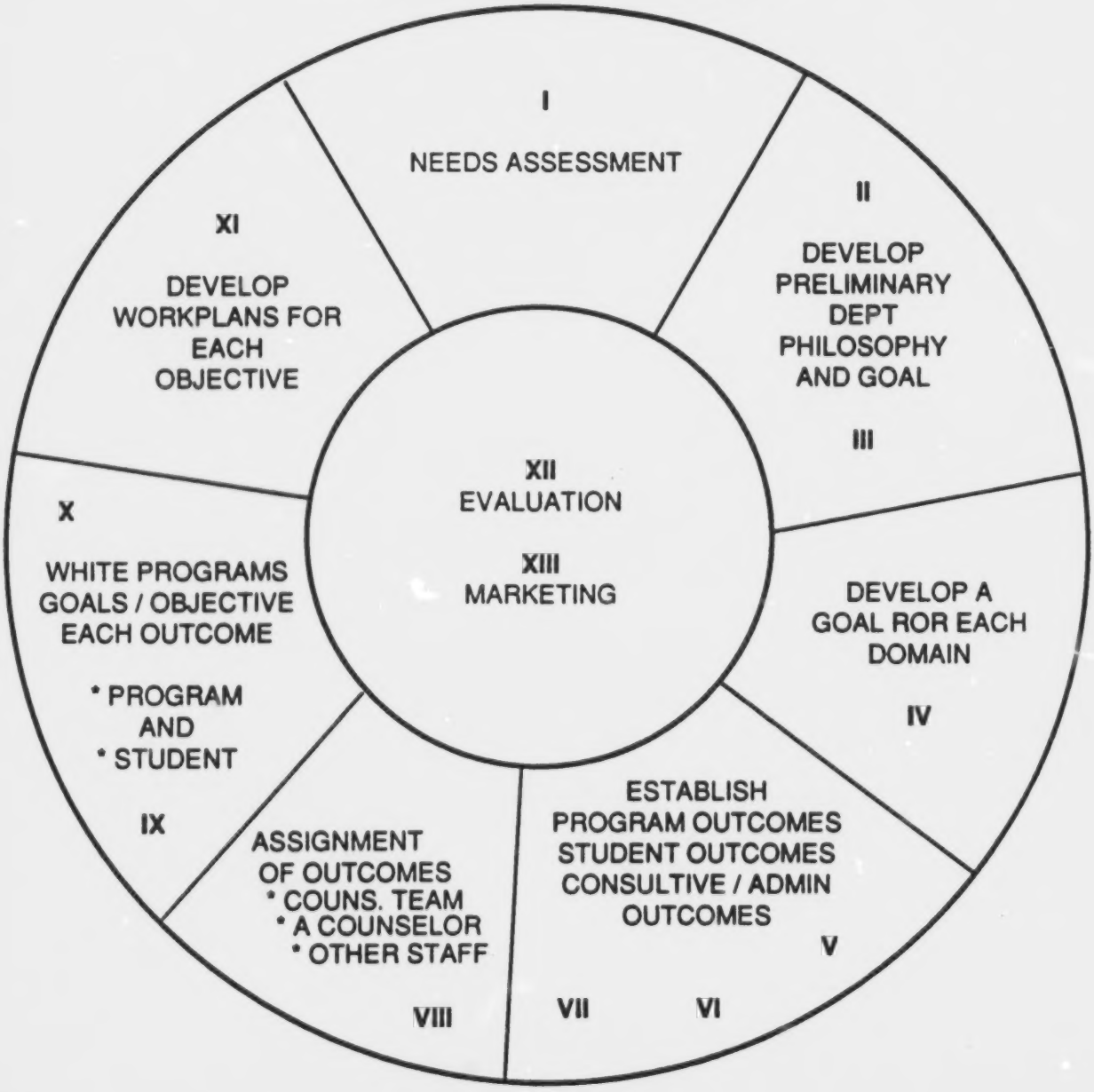
Steps nine through eleven are developed by the counselor or a counselor team responsible for the program goal/objective.

Steps twelve through thirteen are completed by counselors working within the Evaluation and Marketing Committees.

# COMMUNITY COLLEGE PROGRAM DEVELOPMENT WHEEL

BECAUSE EACH DEVELOPMENTAL STEP IN THE MODEL IS INTER-RELATED, SEQUENTIAL COMPLETION OF EACH STEP IS RECOMMENDED, HOWEVER, PROGRAM DEVELOPMENT MAY START ANY PLACE ON THE WHEEL DEPENDING ON THECURRENT STATUS OF THE GUIDANCE PROGRAM.

## GOALS-OBJECTIVE BASED



# SAMPLE
# GUIDANCE PROGRAM OUTCOMES

## OUTREACH, ASSESSMENT, ADMISSIONS DOMAIN

**BASELINE OUTCOMES--OUTREACH**

1.0 Know the role and function of the community college.
2.0 Know the role and function of the counselor.
3.0 Know the location of educational and people resources.
4.0 Know how to make a counseling appointment.
5.0 Know educational options available.
6.0 Know important dates.
7.0 Know college costs and financial aid programs available.

**BASELINE OUTCOMES--ASSESSMENT**

1.0 Know what placement tests are required for native/non-native students.
2.0 Know who may be exempt from taking placement tests.
3.0 Know the procedures for scheduling and taking the placement test.
4.0 Know how to interpret placement test scores.
5.0 Know that a variety of tests and inventories are available upon student request.

**BASELINE OUTCOMES--ADMISSIONS**

1.0 Know admissions requirements.
2.0 Know how to fill out application form.
3.0 Know own special admissions category.
4.0 Know how to register for classes.

## EDUCATIONAL, CAREER DOMAIN

**BASELINE OUTCOMES**

1.0 Know the role and function of the counselor.
2.0 Know counseling office location and how to make an appointment.
3.0 Know education/career options available.
4.0 Know why it is important to select a major/career.
5.0 Know course selection process.
6.0 Know the location of and how to use educational and career resources.

## PERSONAL, SOCIAL DOMAIN

**BASELINE OUTCOMES**

1.0 Know the role of the counselor
2.0 Know personal development courses seminars available.
3.0 Know personal services available.

## CONSULTIVE MANAGEMENT DOMAIN (COUNSELOR/STAFF)

**BASELINE OUTCOMES**

1.0 Establish and maintain a communication system with full-time counseling staff.
2.0 Establish and maintain a communication system with part-time counseling staff.
3.0 Establish and maintain a communication system with teaching faculty.
4.0 Establish and maintain a communication system with outside referral agencies.
5.0 Establish and maintain an articulation system with all area high schools.
6.0 Establish and maintain an articulation system with all significant four year colleges.
7.0 Establish and maintain an education/career transfer center.
8.0 Establish, maintain and update as necessary a computer assisted student services program.

Note: Each Counseling Department and/or committee involved in developing programs must develop student and staff outcomes based on results of their needs assessment. The Outcomes stated here are samples.



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# SAMPLE
# GUIDANCE PROGRAM OUTCOMES

| OUTREACH, ASSESSMENT, ADMISSIONS DOMAIN | EDUCATIONAL, CAREER DOMAIN | PERSONAL, SOCIAL DOMAIN | CONSULTIVE MANAGEMENT DOMAIN (COUNSELOR/STAFF) |
|---|---|---|---|
| **SELECTED STUDENT OUTCOMES, OUTREACH**<br>1.0 Become aware of and understand the various programs designed for non-resident students.<br>2.0 Understand and identify your financial aid eligibility.<br>3.0 Complete required financial aid forms.<br>4.0 Become aware of, understand and involved in special programs designed for disadvantaged or handicapped students.<br><br>**SELECTED STUDENT OUTCOMES, ASSESSMENT**<br>1.0 Students will understand procedures required to take and have interpreted educational/career development test and inventories.<br><br>**SELECTED STUDENT OUTCOMES, ADMISSIONS**<br>1.0 Students will complete their registration process in accordance with their own special conditions of attendance. | **SELECTED STUDENT OUTCOMES**<br>1.0 Establishment of an individually defined decision making process.<br>2.0 Understand the process involved in selecting a major/career.<br>3.0 Understand the process involved when developing an educational plan.<br>4.0 Learn and/or utilize job seeking skills.<br>5.0 Understand and/or participate in financial aid programs. | **SELECTED STUDENT OUTCOMES**<br>1.0 Know and understand the concept of life style.<br>2.0 Know and understand the concept of learning style.<br>3.0 Know and understand the concept of techniques involved in setting goals.<br>4.0 Know and understand the relationship between personality and career choice.<br>5.0 Know and understand interpersonal communication techniques.<br>6.0 Know and understand a basic decision making model.<br>7.0 Know and understand conflict reduction techniques. | **SELECTED STAFF OUTCOMES**<br>1.0 Establish and maintain a system for providing staff development programs.<br>2.0 Establish and maintain a communication system with all college staff and referral agencies. |

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# SAMPLE
# GOALS AND OBJECTIVES

**OUTREACH-ASSESSMENT-ADMISSIONS DOMAIN**

**GOAL:** TO ESTABLISH AND MAINTAIN A SYSTEM OF OUTREACH, ASSESSMENT AND ADMISSIONS WITH AREA HIGH SCHOOLS AND POTENTIAL STUDENTS FROM THE COMMUNITY THAT WILL RESULT IN AN INCREASE IN STUDENT ENROLLMENT, PROPER STUDENT PLACEMENT AND A HIGH RATE OF RETENTION.

BASELINE OBJECTIVES-OUTREACH

1.0 Program Goal: By June 1st of each academic year, all senior students from area high schools and potential students from the community will have the opportunity to learn about the role and function of the community college.

1.1 Student Objective: By June 1st of each academic year, ____% of the ____ area high school students who attended a community college Outreach program will be able to describe orally or in writing, the role and function of the community college.

1.2 Student Objective: By the 1st day of each semester, ____% of the ____ students from the general community who completed enrollment will be able to describe orally or in writing, the role and function of the community college.

2.0 Program Goal: By June 1st of each academic year, all senior student from area high schools and first time students from the general community will have the opportunity to learn the role and function of the community college counselor.

2.1 Student Objective: By June of each academic year, ____% of the ____ area high school students who attended a community college Outreach program will be able to describe orally or in writing, the role and function of the community college counselor.

2.2 Student Objective: By the 1st day of each semester, ____% of the ____ students from the general community who completed Assessment, Orientation and Registration, will be able to describe orally or in writing, the role and function of the community college counselor.

3.0 Program Goal: By June 1st of each academic year, all senior students from area high schools and new applicants from the community will have the opportunity to know the location of educational and people resources at the college.

3.1 Student Objective: By June 1st of each academic year, ____% of attending students will be able to identify orally or in writing, four educational and people resources.

4.0 Program Goal: By June 1st of each academic year, all attending students will be able to state orally or in writing, how to make an appointment with a counselor.

4.1 Student Objective: By June 1st of each academic year, ____% of all attending students will be able to state orally or in writing, how to make an appointment with a counselor.

4.2 Student Objective: By June 1st of each academic year, ____% of all students who attempted to make an appointment with a counselor were able to do so.

5.0 Program Goal: By June 1st of each academic year, all new and continuing students will have the opportunity to know educational options available to them.

5.1 Student Objectives: By June 1st of each academic year, _____% of new and attending students will be able to state orally or in writing, three major educational options available to them.

6.0 Program Goal: By the 3rd week of each semester, all attending students will have the opportunity to know the importance of crucial dates on the college calendar.

6.1 Student Objective: By the 3rd week of each semester, ____% of all new students will be able to state orally or in writing important dates on the college calendar.

7.0 Program Goal: By the end of the 1st week of each semester, all new students will have the opportunity to learn about college costs and financial aid programs available to them.

7.1 Student Objective: By the end of the first week of each semester, ____% of all new students will be able to state the location of the financial aid office.

7.2 Student Objective: By the end of the 1st week of each semester _____% of all new students eligible for financial aid will know procedures required to obtain and complete application materials.

## SELECTED STUDENT OUTCOMES-OUTREACH

1.0 Program Goal: By the end of the 1st week of each semester, all non-resident students will be able to describe orally or in writing, two programs for which they are eligible.

1.1 Student Objectives: By the end of the 1st week of each semester, ___% of all non-resident students will have the opportunity to become aware of and understand programs designed for them.

2.0 Program Goal: By the mid point of each semester, all new students will be provided the opportunity to determine the extent of their financial aid eligibility.

2.1 Student Objective: By the mid point of each semester, ____% of all new students will be able to determine their financial aid eligibility.

3.0 Program Goal: By the mid point of each semester, all new students eligible for Federal, state, or local financial aid will complete and mail their financial aid application forms in before deadlines.

3.1 Student Objective: By the mid point of each semester, _____% of all new students eligible for federal, state, or local financial aid will have completed and sent in the financial aid forms on time.

4.0 Program Goal: By the end of the 1st week of each semester, all "disadvantaged" and/or "handicapped" students will be provided the opportunity to become aware of, understand, and get involved in special programs designed to meet their needs.

4.1 Student Objective: By the end of the 1st week of each semester, ____% of all new disadvantaged/handicapped students will become aware of, understand and become involved in this college sponsored program.

## BASELINE OUTCOMES ASSESSMENT

1.0 Program Goal: At the completion of each student's college orientation, all "1st time, nonexempt students" will know what placement tests are required for them.

1.1 Student objective: By the end of the 1st week of each semester, ____% of all students completing the required placement test will have taken the proper test as determined by a counselor.

2.0 Program Goal: At the completion of each student's college orientation session, all students will be able to state orally or in writing, who is exempt from taking the placement test.

2.1 Student Objective: of all students who have completed the college orientation session, ____% were exempt from taking the placement test as determined by a counselor.

3.0 Program Goal: At the completion of each student's college orientation session, all students will know the procedure for scheduling and taking the placement test.

3.1 Student Objective: By the end of the college orientation session, ____% of all students will know the correct procedures for scheduling and taking the placement test.

4.0 Program Goal: At the completion of each student's orientation, following the placement test, all students will know how to interpret their placement test scores.

4.1 Student Objective: At the completion of each student's orientation/placement testing session, ____% of the students were able to correctly interpret their scores as determined by a counselor.

5.0 Program Goal: By mid point of each semester, all first time nonexempt students will know that a variety of educational and career tests and inventories are available to them.

5.1 Student Objective: By the end of the first semester, ____% of all first time nonexempt students will know that a variety of educational and career development tests/inventories are available to them.

## SELECTED STUDENT OUTCOMES-ASSESSMENT

1.0 Program Goal: By the end of each academic year, all new students will have the opportunity to take and have interpreted education/career development tests and inventories.

1.1 Student Objective: By the end of each academic year, ____% of all new students will have taken and had interpreted at least one educational/career development test or inventory.

1.2 Student Objective: By the end of each academic year, ____% of all first time nonexempt students will have taken and had interpreted at least one educational/career development test or inventory.

## BASELINE OUTCOMES-ADMISSIONS

1.0 Program Goal: By the end of their college orientation session, all new students will know college admission requirements.

1.1 Student Objective: By the end of the college orientation session, ____% of all students attending will be able to state orally or in writing community college admission requirements.

2.0 Program Goal: By the end of their college orientation session, all new students will know how to fill out a community college application form.

2.1 Student Objective: By the end of their college orientation session, ____% of all students attending will have completed the application form properly.

3.0 Program Goal: By the end of their college orientation session, all new students will be able to identify their own admissions category.

3.1 Student Objective: By the end of their college orientation session, _____% of all students attending will be able to describe their own admissions category.

4.0 Program Goal: By the end of their college orientation session, all students attending will know how to register for classes.

4.1 Student Objectives: By the end of their college orientation session, ____% of all students attending will demonstrate proper class registration techniques by completing a schedule.

*Generally considered to be only those students involved in the Matriculation Program.

## SELECTED STUDENT OUTCOMES-ADMISSIONS

1.0 Program Goal: By the end of each college orientation session, all students will have completed their registration process in accordance with their own special conditions of attendance.

1.1 Student Objective: By the end of their college orientation session, _____% of all attending students will have identified their own special condition of attendance and completed the registration process.

# SAMPLE
# GOALS AND OBJECTIVES

**EDUCATIONAL-CAREER DOMAIN**

GOAL: TO ESTABLISH AND MAINTAIN A PROGRAM THAT PROVIDES ALL STUDENTS WITH THE OPPORTUNITY TO BECOME AWARE OF, INTERNALIZE, AND ACT UPON THE PROCESSES INVOLVED IN THEIR EDUCATIONAL AND CAREER DEVELOPMENT.

BASELINE OBJECTIVES-EDUCATIONAL/CAREER

1.0 Program Objective: By the first week of each semester, all students new to the college will have the opportunity to know the role and function of the community college counselor.

1.1 Student Objective: By the first week of each semester, ____% of all students new to the college will be able to state orally or in writing the role and function of the counselor.

2.0 Program Objective: By the first week of each semester, all students new to the college will have the opportunity to learn where and how to make an appointment with a counselor.

2.1 Student Objective: By the first week of each semester, ____% of all new students will be able to state orally or in writing where and how to make an appointment with a counselor.

3.0 Program Goal: By the end of the first semester, all students will have the opportunity to know educational options available to them.

3.1 Student Objective: By the end of the first semester, ____% of all new first time students will be able to describe the major educational options available to them.

3.2 Student objective: By the end of the first semester, ____% of all new first time nonexempt students will be able to describe orally or in writing the major educational options available to them.

4.0 Program Goal: By the end of each academic year, all first time nonexempt students will be provided with the opportunity to understand why it is important to select a major/career.

4.1 Student objective: By the end of each academic year, ____% of all first time, nonexempt students will be able to state why it is important to select a major/career.

4.2 Student objective: By the end of each academic year, ____% of all first time, nonexempt students will be able to describe orally or in writing the processes involved when selecting a major and/or career.

5.0 **Program Goal:** By the end of the academic year, all first time nonexempt students will be provided with the opportunity to learn the course selection process.

5.1 **Student objective:** By the end of each academic year, ____% of all first time, nonexempt students will be able to describe orally or in writing the course selection process.

6.0 **Program Goal:** By the end of the academic year, all first time, nonexempt students will have the opportunity to learn the location of and how to use educational/career resources.

6.1 **Student Objective:** By the end of the academic year, ____% of all first time, nonexempt students will be able to state the location of and how to use educational/career resource materials.

## SELECTED STUDENT OBJECTIVES-EDUCATIONAL/CAREER

1.0 Program Goal: By the end of each academic year all first time nonexempt students who received instruction will know and understand a basic decision making system.

1.1 Student Objective: By the end of the academic year, _____% of all first time non-exempt students who received instruction will be able to demonstrate proficiency in using a Decision Making Model.

2.0 Program Goal: By the end of each academic year, all first time non-exempt students who received instruction will be able to describe the processes involved in selecting a career and/or a major.

2.1 Student Objective: By the end of the academic year, _____% of all first time non-exempt students will be able to describe the processes involved in selecting a career and/or a major.

3.0 Program Goal: By the end of the academic year, all first time non-exempt students who received instruction will be able to describe the processes involved when developing an Educational Plan.

3.1 Student Objectives: By the end of the academic year, _____% of all first time non-exempt students will be able to list the steps involved when designing an completing a tentative Educational Plan.

4.0 Program Goal: By the end of the academic year, all first time non-exempt students who received instruction will demonstrate proficiency in the major job seeking skills areas.

4.1 Student Objective: By the end of the academic year, ____% of all first time non-exempt students who received instruction will develop and complete an acceptable cover letter and resume.

4.2 Student Objective: By the end of the academic year, _____% of all first time non-exempt students who received instructions will demonstrate acceptable interviewing skills.

4.3 Student Objectives: By the end of the academic year, _____% of all first time non-exempt students who received instruction will be able to describe the networking process.

4.4 Student Objective: By the end of the academic year, ____% of all first time non-exempt students who received instruction will demonstrate their ability to use job description resources.

5.0 Program Goal: By the end of the academic year, all first time non-exempt students who received instruction will understand federal, state and local financial aid programs and determine their personal eligibility.

5.1 Student Objective: By the end of the academic year, ____% of all, first time, non-exempt students who are eligible for financial aid will apply.

# SAMPLE
# GOALS AND OBJECTIVES

**PERSONAL-SOCIAL DOMAIN**

GOAL: TO ESTABLISH AND MAINTAIN A PROGRAM THAT PROVIDES ALL STUDENTS WITH THE OPPORTUNITY TO BECOME AWARE OF, INTERNALIZE, AND DEVELOP THOSE SKILLS THAT WILL ASSIST THEM IN BECOMING A SOCIALLY MATURE, SELF ACTUALIZING PERSONALITY.

BASELINE OBJECTIVES-PERSONAL/SOCIAL

1.0 Program Goal: By the first week of each semester, first time, non-exempt students will know the role and function of the community college counselor.

1.1 Student Objective: By the first week of each semester, ____% of first time, non-exempt students will be able to state the role and function of the community college counselor.

2.0 Program Goal: By the first week of each semester, ____% of first time, non-exempt students will know what personal development courses and seminars are available to them.

2.1 Student objective: By the first week of each semester, ____% of first time, nonexempt students will be able to describe three courses and seminars open to them.

3.0 Program Goal: By the end of the first week of each semester, first time, non-exempt students will become aware of on-campus personal services available to them.

3.1 Student Objective: By the end of the first week of each semester, ____% of first time, nonexempt students will be able to describe three major personal services available to them.

## PERSONAL SOCIAL DOMAIN
## SELECTED STUDENT OUTCOMES

1.0 Program Goal: By the end of each semester, first time, non-exempt students who received instruction will know about and understand the concept of life style.

1.1 Student Objective: By the end of each semester, first time, nonexempt students who received instruction will be able to describe the concept of life style.

2.0 Program Goal: By the end of each semester, first time, non-exempt students who received instruction will know and understand the concept of learning style.

2.1 Student Objective: By the end of each semester, ____% of first time, non-exempt students who received instruction will be able to describe their personal learning style.

3.0 Program Goal: By the end of each academic year, first time, non-exempt students will have the opportunity to learn goal setting techniques.

3.1 Student Objective: By the end of each academic year, ____% of all first time, nonexempt students who received instruction, will be able to describe goal setting techniques.

4.0 Program Goal: By the end of each semester, first time, non-exempt students who received instruction will know and understand the relationship between personality and career choice.

4.1 Student Objective: By the end of each semester, ____% of the students who received instruction will be able to describe the relationship between personality and career choice.

5.0 Program Goal; By the end of each semester, first time, non-exempt students who received instruction will know and understand interpersonal communication techniques.

5.1 Student Objective: By the end of each semester, ____% of first time, non-exempt students who received instruction will be able to describe interpersonal communication techniques.

6.0 Program Goal: By the end of each semester, first time, non-exempt students who received instruction will know and understand a basic Decision Making Model.

6.1 Student Objective: By the end of each semester, ____% of first time, non-exempt students who received instruction will be able to describe a Decision making Mode.

7.0 Program Goal: By the end of each semester, first time, non-exempt students who received instruction will know about and understand conflict reduction techniques.

7.1 Student Objective: By the end of each semester, ____% of the students who received instruction will be able to demonstrate their understanding of conflict reduction techniques.

# SAMPLE GOALS
## CONSULTIVE MANAGEMENT DOMAIN

GOAL: TO ESTABLISH AND MAINTAIN A PROGRAM THAT WILL PROVIDE COMMUNITY COLLEGE ADMINISTRATORS, COUNSELING AND OTHER PUPIL SERVICE STAFF TO CONSULT WITH EACH OTHER, EXPERTS IN THE FIELD, TEACHING STAFF, APPROPRIATE AGENCIES AND TO COMPLETE TASKS AS DIRECTED BY ADMINISTRATION.

1.0 --- 4.0 Program Goal: Before the first week of each academic year, Pupil Services Administration will establish a communication system with full time counseling staff, part time counseling staff, faculty and outside referral sources.

5.0 Program Goal: By the end of the first semester of each academic year, pupil services administration will establish and maintain an articulation system with all area high schools.

6.0 Program Goal: By the end of the first eight weeks of each academic year, pupil service administration will establish and maintain an Articulation system with all significant four year colleges.

7.0 Program Goal: By the end of the first week of each academic year, pupil service administration will establish and maintain an Educational/Career Transfer Center.

8.0 Program Goal: By the end of the first week of each academic year, pupil services administration will establish and/or maintain a Computer Assisted Student Services program.

## OBJECTIVE FREE PROGRAM DEVELOPMENT MODEL

As the above name implies, this program development model does not include objectives. Instead, the emphasis is placed on goals and developing workplans/activities that move the program toward whatever goals the program developer feels are important. "What's important" may be determined by needs assessment results, desires of the program development committee, and/or administrative directives.

The two "models" presented in this monograph, have one MAJOR similarity and of course, a major difference, as described above. The "similarity" is critical because it requires program managers of both models to select those student and staff outcomes that will best serve as the catalyst for program development and a base for program evaluation. Please note that in the Objective Free Model the Programs Goals/Outcomes Process begins at step (four) IV. In the Goals and Objective Based Model, the process begins at step five.

Evaluation of an Objective Free Counseling Program requires the evaluator to Identify, Describe and Analyze all guidance program activities that take place during the year. The major thrust of this evaluation system is to determine "what happened" as a result of counselor programs with students and staff. Here also, all personnel involved in program development projects must be prepared to create new goals and alter existing goals to meet student needs more efficiently.

# OBJECTIVE FREE PROGRAM DEVELOPMENT MODEL

THIS OBJECTIVE FREE MODEL HAS EIGHT STEPS AND ALLOWS PROGRAM DEVELOPMENT TO BEGIN AT STEP ONE, TWO, THREE, OR FOUR DEPENDING ON THE CURRENT STATUS OF YOUR PROGRAM. PROGRAM GOALS/OUTCOMES (STEP IV) MUST BE ESTABLISHED BY COUNSELORS BEFORE ATTEMPTING STEP SIX. IF YOU BEGIN THE PROGRAM DEVELOPMENT PROCESS AT STEP FOUR, CONTINUE ON AND COMPLETE EACH STEP IN THE SYSTEM. DO NOT START THIS PROCESS AT STEP VI!

## MODEL

I. **Needs Assessment**
   - A. Program Based
   - B. Student Centered

II. **Department Philosophy**

III. **Goals By Domain**
   - A. Educational
     1. Outreach
     2. Assessment
     3. Admissions
   - B. Career
   - C. Personal/Social
   - D. Consultive/Management

IV. **Program Goals/Outcomes**
   - A. Based on Needs Assessment
   - B. Based on Counselor Judgement
   - C. Based on Administrative Directives

V. **Assignments Goals/Outcomes**
   - A. Counselor
   - B. Counselor Team

VI. **Activities/Workplans**
   - A. Designed to accomplish each Goal/Outcome

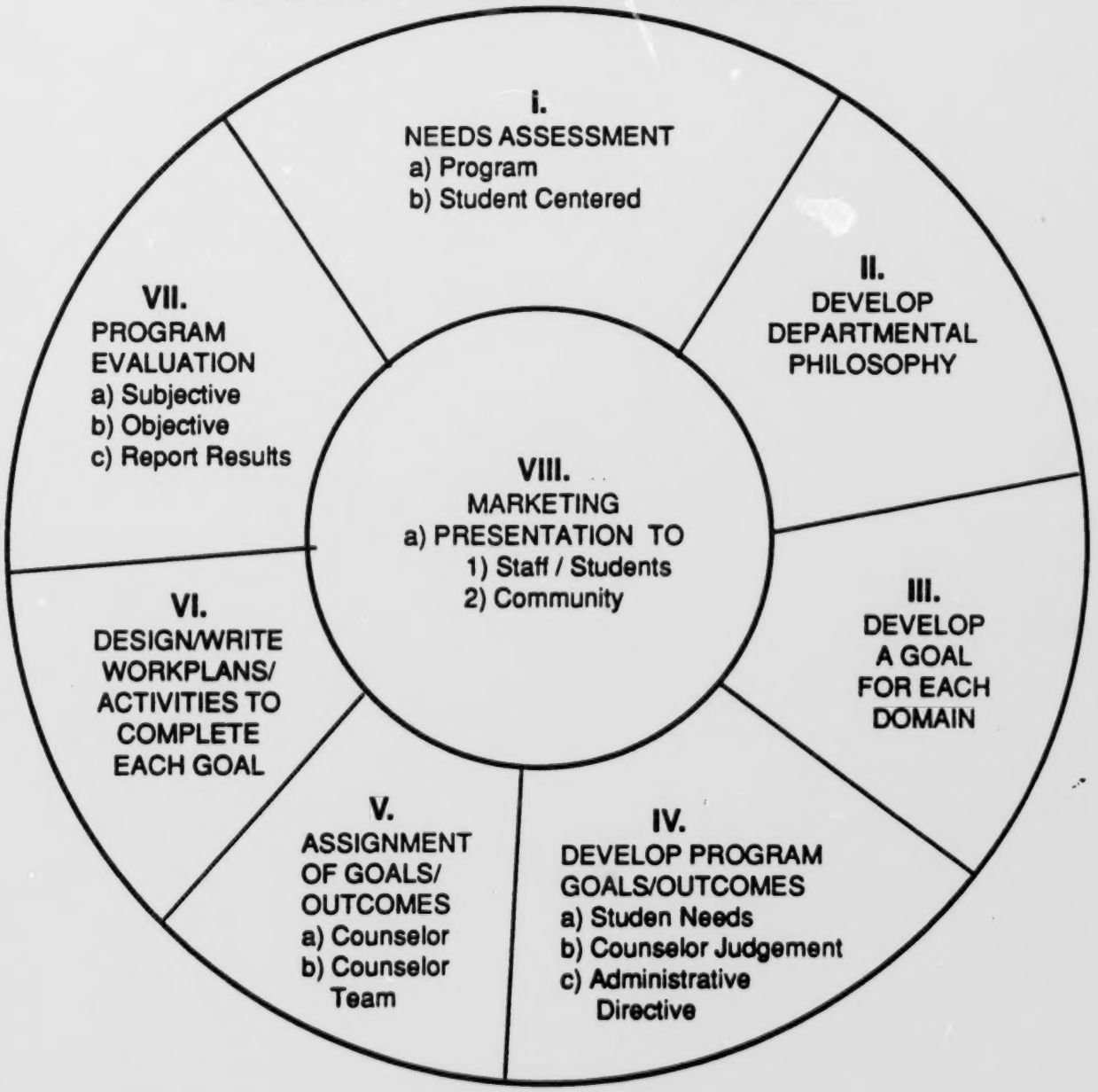
VII. **Program Evaluation**
   - A. Subjective
   - B. Objective

VIII. **Marketing**
   - A. Presentation to Staff, Community Groups, Board of Trustees, and Students

# COMMUNITY COLLEGE PROGRAM DEVELOPMENT WHEEL

BECAUSE EACH DEVELOPMENTAL STEP IN THE MODEL IS INTER-RELATED, SEQUENTIAL COMPLETION OF EACH STEP IS RECOMMENDED, HOWEVER, PROGRAM DEVELOPMENT MAY START ANY PLACE ON THE WHEEL DEPENDING ON THECURRENT STATUS OF THE GUIDANCE PROGRAM.

## OBJECTIVE FREE MODEL



# SAMPLE
## GOALS AND EVALUATION FORMAT

**OUTREACH, ASSESSMENT, AND ADMISSIONS DOMAIN:** To develop and implement a high quality Outreach, Assessment, and Admissions program for incoming high school seniors that will improve articulation with feeder schools and result in student enrollment that is representative of the community.

PROGRAM GOALS

**GOAL ONE:** Establish and maintain an Articulation Program with area high school counselors.

A. Counseling Articulation Meetings

| Year | Number |
|---|---|
| 1987-88 | 6 |
| 1988-89 | 5 |
| 1989-90 | 5 |

Evaluation: High school counselors meet, discuss and evaluate the performance of their articulation committee in the following areas:

a. Attendance
b. Were meetings scheduled a appropriate times and dates?
c. Did communication improve in the following areas?
    1. Between college and high school counselors
    2. Among school counselors, teachers, and students
    3. Knowledge of college programs available for high school students
    4. Understanding high school and college counselor needs

**GOAL TWO:** Establish and maintain an "Orientation to College" program for area high school seniors. This goal includes distributing college catalogs, semester schedules, presentations at college night and vocational night programs and college orientation programs for high school seniors.

A. Distribution to area high schools of programs and college catalog/semester schedules.

1987-88
Number of High Schools 5

| # of visits to to High Schools | | College Catalogs Delivered | Semester Schedules Delivered |
|---|---|---|---|
| High School #1 | 4 | 12 | 50 |
| High School #2 | 4 | 6 | 40 |
| High School #3 | 6 | 10 | 50 |
| High School #4 | 5 | 8 | 50 |
| High School #5 | 4 | 9 | 40 |

Public Relations materials delivered to area High Schools
1. College Calendars
2. Posters
3. Curriculum Materials

Evaluation:
a. Materials delivered to High school in a timely manner?
b. Materials distributed to areas and staff in the high schools in such a way as to insure maximum student exposure?

B. College and Vocational Night Programs
College counselors participation in College Night and Vocational Night programs. Includes all five area high schools.

| 1987-90 | # of Program(s) | Date(s) |
|---|---|---|
| College Night Program | 1 per year | 00/00/00 |
| Vocational Night Program | 1 per year | 00/00/00 |
| College Club Speaker | 2 per year | 00/00/00 |
| High School #3 | | |
| High School #4 | | |

Evaluation:
a. Quality of College Night booth and program materials

C. This program involves a fifty-five minute community college orientation program for high school seniors.

| 1987-88 | | | 1988-89 | | | 1989-90 | | |
|---|---|---|---|---|---|---|---|---|
| H.S. | # of Students | Date | H.S. | # of Students | Date | H.S. | # of Students | Date |
| 1 | 550 | Dec. | 1 | 540 | Dec. | 1 | 541 | Dec. |
| 2 | 490 | Oct. | 2 | 501 | Oct. | 2 | 490 | Oct |
| 3 | 80 | Oct. | 3 | 90 | Oct. | 3 | 480 | Oct |
| 4 | 390 | Nov. | 4 | 380 | Nov. | 5 | 500 | Nov. |
| Total 1510 | | | Total 1511 | | | Total 2011 | | |

Evaluation:

a. Number of those students who enroll at your college each year.
b. Number of full time students.
c. Quality of courses those students enroll in.
d. GPA an retention of those students each semester.
e. Number of those students involved in student activities.

**GOAL THREE:** Establish and maintain an assessment program for high school students

A. Placement Testing for students planning to enroll at your college

| 1987-88 | | | 1988-89 | | | 1989-90 | | |
|---|---|---|---|---|---|---|---|---|
| H.S. | # of Students | Date | H.S. | # of Students | Date | H.S. | # of Students | Date |
| 1 | 40 | Apr. | 1 | 49 | Apr. | 1 | 54 | Apr. |
| 2 | 50 | Mar. | 2 | 58 | Mar. | 2 | 61 | Mar. |
| 3 | 8 | Apr. | 3 | 18 | Apr. | 3 | 21 | Apr. |
| 4 | 35 | Apr. | 4 | 40 | Apr. | 4 | 49 | Apr. |
| 5 | 10 | Apr. | 5 | 20 | Apr. | 5 | 29 | Apr. |

Evaluation:
a. Test Publicity.
b. Best Time to Test.
c. Time allowed for Testing.
d. Test Validity and Reliability.
e. Procedure for Getting Students Released for Testing.

B. Make-Up Placement Testing for incoming high school students
These numbers include only those area high school students who missed testing at their high school.

| 1987-88 | | 1988-89 | | 1989-90 | |
|---|---|---|---|---|---|
| H.S. | # Tested | H.S. | # Tested | H.S. | # Tested |
| 1 | 21 | 1 | 20 | 1 | 15 |
| 2 | 22 | 2 | 18 | 2 | 15 |
| 3 | 30 | 3 | 25 | 3 | 20 |
| 4 | 18 | 4 | 16 | 4 | 10 |
| 5 | 10 | 5 | 10 | 5 | 10 |
| Total | 101 | Total | 89 | Total | 70 |

Evaluation:
a. Testing environment.
b. Students tested compared to number who signed up for testing.
c. Quality of test administration

**GOAL FOUR:** Increase the number of students from area high schools who enroll at your college.

A. These figures reflect the number of high school seniors who enrolled in the Fall Semester as a part of an Early Decision Registration Program sponsored by the college. These students have had a one hour orientation and have completed Placement Testing.

| Fall 1987-88 | | | Fall 1988-89 | | | Fall 1989-90 | | |
|---|---|---|---|---|---|---|---|---|
| H.S. | Number Enrolled | Early D. Date | H.S. | Number Enrolled | Early D. Date | H.S. | Number Enrolled | Early D. Date |
| 1 | 80 | May 1 | 1 | 81 | May 1 | 1 | 89 | May 1 |
| 2 | 40 | May 2 | 2 | 45 | May 2 | 2 | 50 | May 2 |
| 3 | 30 | May 3 | 3 | 38 | May 3 | 3 | 38 | May 3 |
| 4 | 20 | May 4 | 4 | 25 | May 4 | 4 | 25 | May 4 |
| 5 | 10 | May 5 | 5 | 15 | May 5 | 5 | 18 | May 5 |
| Total | 180 | | Total | 204 | | Total | 220 | |

Evaluation:

a. Total time required for students to complete the Early Decision Program.
b. Average counselor/student advisement time.
c. Counselor recommendations followed when students select classes.
d. Total number of students enrolled each year by high school.

# SAMPLE
## COUNSELING DELIVERY SYSTEM

Guidance Department sponsored programs are delivered to students and potential students in a variety of ways.

A majority of programs designed and implemented by counselors result in direct student/counselor contact in a classroom, seminar or in a personal counseling format. Also, counselor sponsored programs take place in and out of the college environment, and may be delivered to students by administrators, instructors and classified staff.

Step V on the Program Development Model (page 6) indicates that student outcomes (usually identified from needs assessments) must be assigned to whomever is in the best position to get the job done. That person or persons may be a counselor, a career center technician, a teacher, a counselor assistant or an administrator.

Examples of Programs Planned/Delivered to Potential Students and to Continuing Students.

a. College Orientation
b. Personal Counseling
c. Educational/Career Counseling
d. Educational/Career/Personal, Social seminars and workshops
e. Educational/Career Personal, Social Counseling classes
f. Financial Aid workshops, seminars
g. Individual/Small Group Education/Career/Personality Testing and Test Interpretation
h. Speaker at local service clubs
i. Man booths at area festivals and fairs
J. Foreign Transcript Evaluation
k. High School Outreach Programs

# GUIDANCE DEPARTMENT DELIVERY SYSTEM

| GUIDANCE DEPARTMENT | RESPONSIBILITY | | INSTRUCTIONAL PROGRAM |
|---|---|---|---|
| **Assessment Programs** | | | **Counseling Classes** |
| -Placement Testing | Couns | Couns | -Educational/Career Planning |
| -Career/Personal Development Tests and Inventories | Couns/ Tech | Couns | -College Orientation<br>-Study Skills |
| -Test and Inventory Interpretation with Workshops | Couns | Couns | -Personal Development |
| | | Dean | **Staff Development Programs** |
| **Registration and Orientation Programs** | | Couns | -Roles of the Counselor |
| -College Orientation Programs | Couns | Couns | -Resources Available to Staff for Students |
| | | Teach | |
| **Retention Seminars/Workshops** | | Couns | -Financial Aid Program Orientation |
| -Career Planning and Development | Couns | Couns | -Problem Recognition Seminars |
| -Personal/Social Development | Couns | Couns | -Referral Procedures |
| -Educational Planning | Couns | | |
| -Financial Aid Seminars | Couns/ Tech | | **High School and Community Outreach Programs** |
| **Educational and Career Center** | | Couns/ | |
| -Orientation | Career | Studentt | **Orientation for H.S. Seniors** |
| -Mini-Workshops/Seminars | Center Tech | Services | |
| | | Specialist | **College Night-Students/Parents** |
| **Matriculation Programs** | | High School | |
| Transfer Center | | Counselors | **Financial Aid Seminars for Seniors** |
| -Certification Seminars | Couns | | |
| -Orientation to Four Year Colleges | Couns | | **Vocational Night-Students/Parents** |
| -Seminars/Workshops | Tech | | |
| -Articulation Agreements with colleges and Universities | Couns | | **Community Outreach**<br>-Speakers<br>-Street Fair Booths<br>-Public Relations Materials |
| NOTE: Counselors organize and implement the programs listed in a manner that takes into account RANKED Student Needs, the Skills of the people delivering the programs and Staff who are in the best position to deliver the program. | | | **Early Decision Programs for High School Seniors**<br>-Placement Testing<br>-Community College Orientation<br>-Class Selection and Fall Registration |

# SAMPLE
## PROGRAM BASED NEEDS

# ASSESSMENT SURVEY

Community College Students Service Programs must be organized to meet the needs of those it serves. This survey is to be developed by a committee of students, counselors, administrators, and teaching staff to discover and rank students needs.

Directions: First - Check the appropriate box indicating your role in the college/community.

Second - Read each statement and decide whether you feel this Needs Statement is Not Important, Fairly Important, or Very Important.

Third - Decide whether you feel this Need is: Being Met, Sometimes Being Met, Not Being Met, or Do Not Know.

( ) General Community

( ) Student

( ) Instructor

( ) Counselor

( ) Administrator

( ) Student Services Personnel (Classified)

# PROGRAM BASED
# EDUCATIONAL/CAREER NEEDS ASSESSMENT

DIRECTIONS: First read each statement and mark your response in the LEFT Hand Column. Then re-read each statement and mark your response in the Right Hand Column.

| Very Important | Fairly Important | Not Important | | Being Met | Partly Being Met | Not Being Met | Don't Know |
|---|---|---|---|---|---|---|---|
| | | | 1. To be aware of Educational Programs/College Majors | | | | |
| | | | 2. To be aware of academic policies | | | | |
| | | | 3. To be aware of clubs and organizations available | | | | |
| | | | 4. To be aware of extra-curricular/varisity programs available | | | | |
| | | | 5. To be aware of Student Government programs and opportunities | | | | |
| | | | 6. To be aware of Financial Aid programs | | | | |
| | | | 7. To be aware of the role of the college counselor | | | | |
| | | | 8. To know graduation requirements for a transferable Associate Degree | | | | |
| | | | 9. To know graduation requirements for a non-transferable Associate Degree | | | | |
| | | | 10. To know the location of on campus Educational/Career resources | | | | |
| | | | 11. To complete a tentative educational plan | | | | |
| | | | 12. To know processes involved in selecting a college Major/Career | | | | |
| | | | 13. To be aware of Health and Tutoring services available | | | | |
| | | | 14. To know how to use educational/career resources | | | | |
| | | | 15. To know job seeking skills | | | | |
| | | | 16. To know about programs for disadvantaged and/or handicapped students | | | | |

| Very Important | Fairly Important | Not Important | | Being Met | Partly Being Met | Not Being Met | Don't Know |
|---|---|---|---|---|---|---|---|
| | | | 17. To be aware of the variety of career planning tests and inventories available | | | | |
| | | | 18. To complete career assessment and interpretation | | | | |
| | | | 19. To get on-the-job work experience | | | | |
| | | | 20. To obtain a part-time job | | | | |
| | | | 21. To know and understand "certificate" programs available for the non-transfer student | | | | |
| | | | 22. To know the location of the Counseling office and how to make an appointment | | | | |
| | | | 23. To know personal development courses and seminars available | | | | |
| | | | 24. To know and utilize a decision-making system | | | | |
| | | | 25. To learn about and use Goal Setting techniques | | | | |
| | | | 26. To learn about and understand my personal "Life Style" | | | | |
| | | | 27. To discover and utilize my own personal "Learning Style" | | | | |
| | | | 28. To discover and utilize good communication techniques | | | | |
| | | | 29. To learn about and use "Conflict Reduction" techniques | | | | |
| | | | 30. To understand, accept, and like myself better | | | | |
| | | | 31. To learn and use self assessment techniques | | | | |
| | | | 32. To talk with a counselor about personal concerns | | | | |
| | | | 33. To know what community helping agencies are available | | | | |

# SAMPLE

## STUDENT CENTERED NEEDS ASSESSMENT

Items in Section I will assist counselors and instructional staff in identifying programs and services that will meet your educational, career and social needs. Items in Section II and III will ask you to evaluate only those counselor directed programs and services with which you are familiar.

Section I

Directions: Mark one answer per question on the answer sheet provided.

1. I would like to be involved in a program that would help me identify and understand my aptitudes, interests, and personality characteristics and how they relate to selecting a major and/or career.
   a. Yes
   b. No
   c. I have already selected a major and/or career.

2. I would like to meet with a counselor individually or in a small group and receive assistance in improving my self assessment skills.
   a. Yes
   b. No
   c. I already have good self assessment skills.

3. I would like to attend a seminar or meet individually with a counselor to become familiar with educational and career resource materials in the Career Center.
   a. Yes
   b. No
   c. I am already familiar with these resources.

4. I would like to attend a seminar or meet individually with a counselor to become familiar with various types of Financial Aid programs.
   a. Yes
   b. No
   c. I am already receiving financial aid.

5. I would like to meet with a counselor individually or in a small group and establish an Educational Plan that would meet University of California and/or California State University requirements.
   a. Yes
   b. No
   c. I have, with counselor assistance, established an Educational Plan.

6. I would like to meet with a counselor and establish an Educational Plan that will meet Rancho Santiago Community College Associate Degree requirements or Certificate requirements.
   a. Yes
   b. No
   c. I have already established and Educational Plan.

7. I would like to attend a seminar or meet with a counselor individually and become familiar with a Decision Making Model.
   a. Yes
   b. No
   c. I am already familiar with a Decision Making Model.

8. I would like to attend a workshop or meet with a counselor to learn Goal Setting Techniques.
   a. Yes
   b. No
   c. I am already familiar with Goal Setting Techniques.

9. I would like to meet with a counselor immediately to discuss a personal problem.
   a. Yes
   b. No

10. I would like to meet with a counselor individually or in a small group and discuss how I can improve my study skills.
   a. Yes
   b. No
   c. I already have excellent study skills.

**Section II**

11. I have never met with a counselor for any reason
   a. Yes (true statement)
   b. No

If you marked "YES" (a) to question 11, **DO NOT ANSWER STATEMENTS 12-26**

12. My meeting with the counselor was by appointment.
   a. Yes
   b. No

13. My meeting with the counselor was by drop-in.
   a. Yes
   b. No

14. My contact with a counselor was during a College Orientation/ Registration program.
   a. Yes
   b. No

15. My contact with a counselor was in a counseling class.
   a. Yes
   b. No

16. My contact with a counselor was during a seminar program.
    a. Yes No

17. I was given an appointment with a counselor within one to two days of the appointment date I requested.
    a. Yes
    b. No

18. I was given an appointment with a counselor within three to four days of the appointment date I requested.
    a. Yes
    b. No

19. I was given an appointment with a counselor within five to ten days of the appointment date I requested.
    a. Yes
    b. No

20. I met with the counselor individually or in a small group because I needed assistance with Academic and Career Planning and Advisement. (Class selection; financial aid information; transcript evaluation, etc.)
    a. Yes
    b. No

21. I met with the counselor to discuss a personal problem.
    a. Yes
    b. No

**Section III**

**Please rate your meeting with the counselor.**

22. I felt comfortable and at ease during my counseling.
    a. Yes
    b. No
    c. N/A

23. The counselor provided me with excellent/good assistance in the area(s) I needed help.
    a. Yes
    b. No
    c. N/A

24. A t the close of my counseling appointment the counselor provided me with my copy of areas discussed, commitments made, advise given and tentative educational and career plans made.
    a. Yes
    b. No
    c. N/A

25. The counselor helped me secure information I needed or directed me to where it was available.
    a. Yes
    b. No
    c. N/A

26. I would rate my overall experience with the counselor as:
    a. Excellent
    b. Good
    c. Poor

**COMMENTS:**

## SUMMARY

Each semester in our 136 state supported colleges in California, counselors are involved in developing, maintaining, and/or revising hundreds of programs that may or may nor result in helping students move efficiently through our community college system.

Unfortunately, the program development skills, and/or the will required of many Student Services Staff to provide a competency based (needs based) guidance program, are all too frequently just not there.

It is a rare counseling department that provides students and staff with a Competency (Needs) based counseling program that has been developed within a system that all staff must use.

Either of the two competency Based Program Development Systems described in this monograph will provide a firm foundation upon which to build and evaluate a strong Community College guidance program.

When a Competency Based (Needs Based) system is used by all program leaders in a counseling department, a variety of very positive events tend to occur.

Example:

I. **The Program Is Defendable**
Since program activities are based on ranked student needs, all staff can feel confident about the overall worth of the program and the direction it is taking.

II. **Improved Communication**
A counseling staff who are involved in several different program development projects (outreach, matriculation, etc.) all of which use the same needs based system tend to communicate and cooperate very well with other committee and/or counseling team members because they know their role in the process and they assisted in identifying and ranking of student needs.

III. **A United Staff**
Student and staff outcome (competencies) must be agreed upon and, in most cases, developed by the total counseling staff. As a result, the counseling staff tends to be unified in their commitment to move all programs toward goals they help develop.

IV. **Program Evaluation Is Appreciated**
Because the counseling staff has concentrated on student and staff competencies (outcomes) program evaluation is welcomed because results tend to be very positive. Also, evaluation encourages program revision to meet the changing needs of students and staff.

## GLOSSARY OF TERMS

1. **Baseline (Outcomes) Objectives:** Refers to a program/treatment that All Students must receive.

2. **Counselor Accountability Contract:** A written agreement between a program manager, a counselor or counselor team, to work toward the completion of agreed upon goals and/or objectives during a specified time frame.

3. **Counselor/Manager Workplans (Activities):** Overall strategy and actions needed to achieve objectives designed and carried out by the counselor or counselor team responsible for completing the objective.

4. **Department Goal:** A statement of broad direction, general purpose, or intent which is general and timeless and is not concerned with a particular achievement within a specified time period.

5. **Domain:** Refers to a major Pupil Services Program Area. Example: Educational/Career, Outreach, Assessment.

6. **Need:** The difference between What Is and what a program Should Be.

7. **Outcome:** Identified competency a client should have as a result of instruction provided in a workshop, class seminar, orientation session or counseling session.

8. **Outreach Domain:** Refers to programs and activities designed to inform continuing students and potential students from the community of programs and services that will meet their career/educational/social/personal needs.

9. **Process Objective:** Describes what should be happening while the program is developing.

10. **Program Based Needs Assessment:** A series of needs statements developed by teachers, community representatives, counselors, students and administrators designed to identify and rank student Needs as seen from all segments of the population.

11. **Program Goal:** Generally based on Needs Assessment results. Describes what the counselor does to accomplish student/staff objectives. Example: Organizes and conducts career planning programs, financial aid seminars and college orientation programs for continuing students and potential students.

12. **Selected Student Objective:** Refers to a student(s) who have either "self referred" or who have been referred by staff because of special needs. Example: personal counseling, financial aid, career guidance.

13. **Student Centered Needs Assessment:** a series of needs statements, developed from the Program Based Needs Assessment that requires each student to indicate their specific education/career/social/ personal/needs. Results must yield alpha lists of each student's response to each needs statement that includes the students name, address, phone.

14. **Student Objective:** A devised accomplishment that can be measured within a given time and under specifiable conditions, which, if attained, advance the system toward a corresponding goal.

15. **Terminal Objective:** Objective that sums up/describes the level of the treatment provided for the client.

SAMPLE

# HIGH SCHOOL E.S.L./COLLEGE PROGRAM DEVELOPMENT WORKSHEET

## OUTREACH PROGRAM

GOAL: To establish and maintain a Guidance Program that provides all potential students from area high schools and the community w/the opportunity to take part in OUTREACH, ASSESSMENT & ADMISSION programs sponsored by the college.

| ACTIVITY | OUTCOME | POPULATION | PERSON RESPONSIBLE | PROGRAM DATE AND TIME | LOCATION | NOTES |
|---|---|---|---|---|---|---|
| Letter and Needs Assessment | A. Inform students and parents of college programs and outreach activities.<br>B. Identify needs for parent/student | Parents and Students/ Grades 11-12 | | 11/9/89 Mail-out | | |
| Classroom Presentations | A. College Orientation/information cards<br>1. Admission Requirements<br>2. Registration<br>3. Financial Aid<br>4. Student Services<br>B. Explanation of Letter and Needs Assessment<br>C. Calendar of activities | Students/ Grades 9-12 | | 11/13/89<br>11/16/89 | High School #1<br>High School #2 | |
| Parent/Student College Orientation Program | A. College Orientation<br>B. Career Programs & Planning<br>C. Financial Aid Information<br>D. Community Service Program | Parents and Students Grades 9-12 | | 12/7/89 6:00-7:00 pm<br>12/9/89 10:00-11:00 pm | High School #1<br>High School #2 | |
| Financial Aid Workshops | A. Financial Aid Eligibility<br>B. Completed Application | Students/ Grade 12 | | January, 1990 | High School #1<br>High School #2 | |
| College Campus Tour (Bus) | A. Know college campus location<br>B. Know location of:<br>1. Registration area<br>2. Counselor's Office/Resource Room<br>3. Other services and programs at the college campus | Students/ Grades 11-12 | | 3/6/90 9:30-10:30am | High School #2 | |
| Placement Test<br>a. CBAPT<br>b. CEPT-non-native | A. Placement test scores in English, Reading and Math<br>B. Students properly placed in courses | Students/ Grades 11-12 | | 4/19/90 7:55-10:15am | High School #1 School Library | |
| Early Decision Orientation & Registration | A. Enrollment in appropriate classes | Students/ Grade 12 | | 5/22/90 2:30-3:30pm<br>5/23/90 3:30-4:30pm | College Campus | |

SAMPLE

# PROGRAM DEVELOPMENT WORKSHEET

# EARLY DECISION PROGRAM

GOAL: To establish and maintain a guidance program that will provide all potential students from area high schools and community with the opportunity to become aware of, internalize, and take part in outreach programs that are scheduled in the community, the college, and the area high schools.

| Outcomes | Activity | Population | Date/Times | Persons Responsible | Location | Notes |
|---|---|---|---|---|---|---|
| 1. Students will become aware of:<br>a) Counselor's role<br>b) Role of the Community College<br>c) Community College admission requirements<br>d) Community College admission procedures<br>e) Important dates | 1. Counselors conduct college Orientation Program with all Seniors by period at the area High Schools | 1. Graduating High School Seniors | 1. Nov. 6 8 a.m. - 2:30 p.m. per 1-5 | 1. Counselor | 1. H.S. No. #1<br>H.S. No. #2<br>No. #3<br>No. #4 | Counselor meets students in library/cafe periods 105. Approximately 100 students per period |
| | 2. Students complete student information card during orientation session | 2. High School Seniors attending college orientation session | 2. Nov. 6 8 a.m. per 1-5 | 2. Counselor & Counselor Technician | | |
| | 3. High School teachers and counselors are sent information sheets and posters relating to student outcomes | 3. High School teachers & counselors | 3. December | 3. Counselor | Area High Schools | |
| 1. Students will:<br>a) Understand how Early Decision Registration Program will benefit them<br>b) Know dates and times of the Early Decision Registration Program<br>c) Select classes<br>d) Register for Summer School or the Fall Semester | 1. Meet with counselor group in each high school and explain Early Decision | 1. Graduating High School Seniors and/or those seniors who intend to enroll in a particular community college<br>2. Teachers & H.S. seniors<br>3. Seniors & their<br>4. Seniors who intend to enroll in a community college | 1. Feb. 8 4:00 | 1. Counselor<br>a) Counselor Technician<br>b) Counselor Secretary | 1. Area High Schools Room 200 | 1. Counselor Technician or Counselor |
| | 2. Send announcements and posters to appropriate classrooms in each High School | | 2. Feb. 12-16 | 2. Counselor & Counselor Technician | 2. Area High School | |
| | 3. Letter to each senior regarding Early Decision Program | | 3. May 21 | 3. Counselor<br>a) Counselor Secretary | 3. N/A | 3. Make arrangements with district post office regarding bulk mail |
| | 4. Early Decision day students meet with a counselor in a designated area at the community college for orientation, selection of classes, and registration for summer or fall semester | | 4. May 29 2:30 pm - 4:30 pm | 4. Counselor Assistant Dean Counseling | 4. Community College campus | |

# PROGRAM DEVELOPMENT WORKSHEET

**FULL DESCRIPTION OF PROBLEM AS IT IS NOW:**

**STATE HOW YOU WANT THE PROBLEM RESOLVED:**

PROGRAM DEVELOPMENT WORKSHEET

GOAL: _____

| STUDENT/STAFF OUTCOMES | ACTIVITY | POPULATION | DATE/TIMES | PERSONS RESPONSIBLE | LOCATION | NOTES |
|---|---|---|---|---|---|---|
| | | | | | | |

EVALUATION: _____